

**State of Maine
Department of Education**

**Gifted and Talented Educational Program
Initial Application
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to GT.DOE@maine.gov by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

- 1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.
- 2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

104.13 Program Approval: General Principles. Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

104.14 (Initial) Program Approval Application. The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

***Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.

School administrative unit name: RSU #3

Name and title of person responsible for gifted and talented program:

Debra McIntyre, Assistant Superintendent

Phone number: (207) 948-6136

Email address: dmcintyre@rsu3.org

CERTIFICATION:

The statements made herein are correct to the best of my knowledge and belief.

Paul Austin

Superintendent Name (printed)

Paul Austin

Superintendent Signature

Date application submitted to Maine DOE for review: Revised 11/2/15

FOR INFORMATION CONTACT:

Jennifer Pooler
Maine Department of Education
(207) 624-6638

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206

Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By:

Patti Drapeau

☒ Approval

☐ Approval with concerns

☐ Non-approval

Maine DOE Authorization:

JC B...

Date of Approval:

Nov 5, 2015

Initial Application

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification. *If additional space is necessary, please include a separate sheet(s) at end of application.*

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

Academic program philosophy:

The mission of RSU #3 is to ensure personal success through personalized learning for all students. Gifted and talented students are a part of this student population - all means all. The RSU #3 communities believe that students, approximately 3-5% of the student population, excel or have the potential to excel, beyond their peers in the regular school program and require individualized educational experiences that are aligned with the Parameter's of Essential Instruction. The Gifted and Talented Program in RSU #3 is dedicated to collaborating with parents, students and staff to develop and implement individualized learning plans that meet the needs of our students identified as Gifted and Talented in specific academic content areas.

Arts program philosophy:

The mission of RSU #3 is to ensure personal success through personalized learning for all students. Gifted and talented students are a part of this student population - all means all. The RSU #3 communities believe that students, approximately 3-5% of the student population, excel or have the potential to excel, beyond their peers in the regular school program and require individualized educational experiences that are aligned with the Parameter's of Essential Instruction. The Gifted and Talented Program in RSU #3 is dedicated to collaborating with parents, students and staff to develop and implement individualized learning plans that meet the needs of our students identified as Gifted and Talented in Visual and/or Performing Arts.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

Academic program abstract:

Students in grade K-12 will have their academic needs met by offering a continuum of services designed to meet the individual needs of each identified student. Each student has an individual learning plan developed collaboratively with student, parents and teacher. The goals, both short and long-term, help to drive the services and opportunities provided to the learner in order to be successful in attaining the goals. Research-based strategies are provided to students in order to help them be successful and challenged. These continuum of services include one or more of the following:

- ** Grouping based on learning needs, readiness and ability levels
- ** Ability to move at own learning pace in identified academic areas including acceleration
- ** Differentiation based on student need
- ** Pull-out classes with gifted and talented instructor
- ** Rigorous enrichment programs
- ** Social-Emotional Development Groups
- ** Independent Study Projects
- ** Advanced Placement, College Courses
- ** Online Independent Learning Opportunities
- ** Consultation Model (classroom teacher and GT teacher)
- ** Supervised Internships

Since each student has an individualized learning plan, the services that are utilized for each student depends on the unique needs of the child.

Arts program abstract:

Students in grade K-12 will have their artistic needs met by offering a continuum of services designed to meet the individual needs of each identified student. Each student has an individual learning plan developed collaboratively with student, parents and teacher. The goals, both short and long-term, help to drive the services and opportunities provided to the learner in order to be successful in attaining the goals. Research-based strategies are provided to students in order to help them be successful and challenged. These continuum of services include one or more of the following:

- ** Differentiation based on student need
- ** Rigorous enrichment programs
- ** Social-Emotional Development Groups
- ** Independent Study Projects
- ** Advanced Placement, College Courses
- ** Online Independent Learning Opportunities
- ** Consultation Model (classroom teacher and GT teacher)

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

Academics

Goals:

1. To provide learning opportunities that supports identified students to reach their full academic potential.
2. To guide and support social and emotional growth.
3. To guide and support self-directed learning in order to achieve identified goals.

Objectives:

- 1a. The Gifted and Talented program will offer and deliver a range of services to best meet the needs of individual students. Students will participate in a variety of different learning opportunities that will support their academic growth.
- 2a. The Gifted and Talented program will offer and deliver multiple opportunities for identified students to participate in activities that will support their social and emotional growth.
- 3a. The Gifted and Talented program will provide students with opportunities to develop an individualized learning plan, utilizing their identified strengths and setting goals to make measurable gains in their areas of challenges.

Activities

- 1a. Activities that will be implemented that services the needs of individual students in the academic areas range from the Gifted and Talented teacher providing consultation with regular education teachers, push-in consult model with GT teacher modeling differentiated instruction, developing opportunities for identified students to take learning to a different level of cognitive rigor to offering pull-out classroom instruction for small groups of identified students.
- 2a. Activities that will be implemented to support students emotional and social growth range from small book club opportunities that focus on social characteristics with follow-up peer guided discussions from individual support and collaboration with parents during parent evening events.
- 3a. Gifted and Talented teacher meets annually with parents and identified students to develop or revise individualized learning plans. Each plan is tailored for the individual student and helps with long-range planning for future aspirations.

Arts

Goals:

1. To provide learning opportunities that supports identified students to reach their full artistic potential.
2. To guide and support social and emotional growth.
3. To guide and support self-directed learning in order to achieve identified goals including the opportunity to expand and explore visual and performing arts.

Objectives:

1a. The Gifted and Talented program will offer and deliver a range of services to best meet the needs of individual students. Students will participate in a variety of different learning opportunities that will support their artistic growth.

2a. The Gifted and Talented program will provide students with opportunities to develop an individualized learning plan, utilizing their identified strengths and setting goals to make measurable gains in their areas of challenges. Within the ILP the student will identify specific Visual and/or Performing Arts to explore.

Activities

1a. Activities that will be implemented that services the needs of individual students in the visual and performing arts areas range from the Gifted and Talented Art program is to provide enrichment outreach opportunities to identified students. These opportunities explore additional visual and/or performing arts that are outside of the normal offerings at school as well as field trips and online course opportunities.

2a. Gifted and Talented teacher meets annually with parents and identified students to develop or revise individualized learning plans. Each plan is tailored for the individual student and helps with long-range planning for future aspirations including careers in the visual and performing arts.

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures

General Intellectual Ability**Screening:**

The screening process for identifying students with gifts in the area of general intellectual ability include both objective and subjective data tools including the following:

1. Inview Cognitive Testing Tool (spring administration)
2. NWEA
3. MEA/NECAP state testing
4. Teacher, parent or self-referral
5. Other internal data measures (Aimsweb, F+P, record of past performance)
6. Psychological Testing Information where appropriate

Selection:

Selection committee team meets monthly to review any new recommendations. Annually, in spring after the results of the standardized tests have been received all students are reviewed in relation to the selection criteria. If further data or information is required at this time, the selection committee members would meet as soon as possible to make placement determinations.

Placement:

Each student has an individualized program developed based on their unique needs. The Gifted and Talented teacher meets with parents and child to discuss areas of interest, strengths and challenges in order to discuss and determine the continuum of services that would best support the student. These services range from individualized instruction to in-classroom consultative services, with many options in between. The superintendent will be provided with a list of identified students and their services.

Academic Aptitude

Screening:

Multiple measures are used in the process of identifying gifted and talented students. For screening purposes, the In-View Test for Cognitive Abilities is given to all third and sixth grade students, in the spring. However, screening may occur at any time during the year if it is determined that students' needs are not being met. In addition, all students are given internal measures such as Aimsweb (Maze, RCBM, MCAP), Fountas and Pinnell Benchmarking, and NWEA (grades 6-10). External measures such as the MEA or NECAP have also been used in the screening process. Both objective and subjective data tools are used and include the following:

1. Inview Cognitive Testing Tool (spring administration)
2. NWEA
3. MEA/NECAP state testing
4. Teacher, parent or self-referral
5. Other internal data measures (Aimsweb, F+P, record of past performance)
6. Psychological Testing Information where appropriate

Selection:

The multiple measures that are listed above are used to review all students academic aptitude. More than one indicator must indicate superior academic percentile or Exceeding Proficiency establishing a consistent pattern of behavioral, learning and/or performance information. The identification process includes four steps:

1. Screening of standardized test scores and/or cognitive test scores.
2. Referral by teacher and/or parents.
3. Evaluation of individual student profile by the school team.
4. Notification of student, parent(s) and superintendent.

Placement:

Each student has an individualized program developed based on their unique needs. The Gifted and Talented teacher meets with parents and child to discuss areas of interest, strengths and challenges in order to discuss and determine the continuum of services that would best support the student. These services range from individualized instruction to in-classroom consultative services, with many options in between. The superintendent will be provided with a list of identified students and their services.

Artistic Ability

Screening:

Students who may have a specific gift in the area of visual and performing arts are screened on an annual basis as well as an ongoing referral process. The screening tools are comprised of the following:

1. Referral - teacher, parent and/or self
2. Product Review - portfolio and/or audition with scoring rubric
3. Behavioral checklist.

Selection:

A selection committee convenes to review the results from the screening process. The committee reviews information collected and collects additional information as needed. All results are reviewed in accordance to the selection rubric. Once students are selected, parents and students are notified.

Placement:

All identified students have an individualized learning plan focusing on areas of strengths and areas of challenges as well as areas of interest. Students are provided enrichment opportunities in the visual and performing arts with visiting artists (utilizing the visiting artists from the Maine Arts Commission when possible), opportunities for extended learning opportunities and field trips. The superintendent will be provided with a list of identified students and their services.

Process for transfer students:

Incoming transfer students have a record review as part of the district process. If previously identified at their past school, the gifted and talented teacher would be notified by the guidance counselor. The student data would be reviewed by the selection committee to determine students eligibility. If a transfer student has not been previously identified then the processes as noted above would be implemented.

Exit Procedure:

When a student is identified as Gifted and Talented, they do not automatically carry that distinction with them until graduation. Each student who is identified will be reviewed at every transitional year (end of grade 5 and 8) to establish whether or not they should continue to receive services. In cases where a student is not showing adequate growth, is unable to accomplish work, or wishes to part ways with the Gifted and Talented Program for some reason, she or he may be dismissed. The criteria for this re-identification is the same as that for original identification. Parents are notified with a letter:

When a student is identified as Gifted and Talented, they do not automatically carry that distinction with them until graduation. Each student who is identified will be reviewed at every transitional year (end of grade 5 and 8) to establish whether or not they should continue to receive services. In cases where a student is not showing adequate growth, is unable to accomplish work, or wishes to part ways with the Gifted and Talented Program for some reason, she or he may be dismissed. The criteria for this re-identification is the same as that for original identification. In addition, our visual and performing arts identification ends at the conclusion of a child's 8th grade year. Based on our data review, you child at this time, no longer qualifies for our gifted and talented program.

Process for appeals:

If any stakeholder (parent, teacher, student, administrator) disagrees with the dismissal of a student from the GT program, or disagrees with the non-identification of a student, she or he can make an appeal. The appeals process is initiated by sending a letter directly to Assistant Superintendent stating the nature of their disagreement with the decision. The appeal of a decision may include requesting reconsideration of the results of any part of the identification process or the dismissal process. The Assistant Superintendent and the GT staff will address the question(s) in the letter and will look for evidence of student work/achievement for all parties to analyze. Depending on the results of the analysis, the student may or may not be re-admitted into the program or identified. Copy of this process is sent to parents. The Assistant Superintendent and the Gifted and Talented staff will convene a meeting with the parent/guardian to review the appeal request. The final decision will be made within 30 days of the appeal and a written notice including the reason(s) for the decision will be sent to the stakeholders. The decision of the appeal committee is final.

5. Provide a description of the staff development that takes place in order to implement the program(s).

Both the full-time Gifted and Talented teacher and the part-time educational technician participate in ongoing professional development based on their individual needs for growth. Participation in the district held workshop days, where all staff can select from a range of offerings is required. In addition, outside workshops particularly focusing on the gifted and talented learner are supported as well as any course work that is related to their position. Internal professional development offerings include Complex Reasoning, Habits of Mind, Progress Monitoring and The Art and Science of Teach Instructional Framework. In addition, GT staff indicate the desire to attend regional or state gifted and talented conferences as well as a GT course through the University System.

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables.

Overall management of the gifted and talented program is the responsibility of the administrator. The administrator is responsible for developing and overseeing the application, the budget as well as supervision of staff in implementing the program as outlined. The administrator seeks input from the GT staff in regards to needs for the program. The Gifted and Talented teacher is responsible for implementing the program and general oversight of the educational technician. Both teacher and educational technician travel throughout the district. The administrator convenes monthly meetings with the GT staff in order to discuss students and program needs.

Indicate the professional staff for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full-Time or Part-Time in GT
Debra McIntyre	No	Administrator	K-12	PT
Kristen Curtis	Yes	Teacher	K-12	FT

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full- Time or Part- Time in GT
Lisa Ravin	Ed. Tech.	No	K-8	Kristen Curtis GT Teacher	PT

7. Provide a description of the annual program self-evaluation process.

The Gifted and Talented program is reviewed annually. Both a parent/student survey as well as a teacher survey is administered in order to reflect on what is working and what needs to be revised. In addition, the Gifted and Talented Staff review processes and procedures as well as student data to review and reflect on necessary programmatic changes. Individual learning plans are reviewed on an annual basis and revised as necessary after reviewing individual student data and student interviews. Revisions to programming are made based on the feedback collected from multiple stakeholders.

8. Provide a description of the costs to be incurred to implement the program(s).

Costs cover the staffing required to implement GT programs for identified students. Besides staffing, materials, independent contractors (for VPA program), enrichment offerings and extended learning opportunities are supported through the Gifted allocation. The budget outline provides costs associated with each component. Elementary Titles Book Sets for book study groups (Promise You Won't Get Mad, Top Secret Files WWII, Top Secret Files Pirates, The Horse), Big Tools for Young Thinkers, Brain Food, Challenging Common Core Math Lessons and Activities \$300. Basketry and Screen Printing Supplies \$ 500 for visiting artist follow-up with identified students. Math Olympiad \$400. Muzzy Spanish materials for linguistics \$400. 9-12 Titles for support and extension: The Best Summer Programs for Teens, Changing Tomorrow 1-3: Leadership for High -Ability High Schools students, Quiddler, Five Crowns, Set, Blockus, Banagrams, Rubiks Twist, Make Up Your Mind, Challenging Units, Developing Leadership Potential in Gifted (\$600). Supplies for high school enrichment projects include Zometool, Platonic Solids, Action Research, additional robotics supplies, ColorKu and Plydron Framework Set. Visiting Artist including opportunities for identified students to participate in a workshop model setting within the school day for an immersion program around a particular area of interest - basketry with Native American Therese Secord and multimedia workshop. These opportunities extend the learning opportunities for our identified students that otherwise would not have access. In addition a field trip to Colby college Museum of Art provides our rural students with the opportunity to extend their learning and visual art appreciation in a museum setting during the school day for identified students.

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Debra McIntyre	3110	3110
Kristen Curtis	47260	15990
Subtotal	50370	19100

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Lisa Raven	15480	
Subtotal	15480	

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Theresa Secord	500	
Sandi Cirillo	300	400
HAGERMAN	400	
Subtotal	1200	400

Please list individual product names and costs associated with the district's gifted and talented program(s).

A. Educational Materials and Supplies:

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Book Sets	300	Books for support and Extension	600
Basketry and Screen Printing Supplies	500	Extension Project Supplies (Zometool for advanced Math, Perplexus, Color Ku	600
Math Olympiad	400	Polydron set, Platonic Solids, Robotic Supplies	
Muzzy Spanish	400		
Subtotal	1600	Subtotal	1200

B. Other allowable costs:

Elementary: Item name	Cost	Secondary: Item name	Cost
Staff Travel	600	Staff Travel	200
Field Trip Transportation Costs (Museum of Science, Colby)	500	Field Trip Transportation Costs(Museum of Science, Colby)	300
Subtotal	1100	Subtotal	500

C. Student Tuition:

Elementary: Program name	Cost	Secondary: Program name	Cost
		Marketing Course (UMO)	900
		Computer Programming Course	900
		Coastal Studies (partial)	200
Subtotal		Subtotal	2000

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
MEGAT Conference	750	MEGAT Conference	750
GT Course	1250	GT Course	900
Subtotal	2000	Subtotal	1650

Totals

Subtotals from above	Elementary Costs:	Secondary Costs:
Professional Staff	50370	19100
Auxiliary Staff	15480	
Independent Contractors	1200	400
A. Materials & Supplies	1600	1200
B. Other Allowable Costs	1100	500
C. Student Tuition		2000
D. Staff Tuition/PD	2000	1650
Total	71750	24850